

The Fourth R: Literacy IS the Arts

*Teaching With About In and Through ***

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Literacy involves effective communication through understanding, responding to, and expressing thoughts and feelings.

- ❑ The goal is to create meaning or make sense.
- ❑ The comprehension (understanding) and composition (expression) processes are parallel to artistic creative problem solving (CPS).
- ❑ The evidence can be written or spoken words (language arts) and/or musical, visual art, dance/ movement or theatre/drama (fine arts) because...
- ❑ The arts use unique symbolic languages; they are "fundamentally communication vehicles". Indeed, the arts are the "fourth R."

1. Motivation is "energy directed at a goal." Students must know the goal is to create meaning. Attention, concentration and focus are evidence of motivation.

Arts contribute: Engagement through interest, choice, collaboration, and focus on personal goals. Results= confidence and competence. Learning climate=culture/aesthetic.

2. *Comprehension/Composition involve creating and expressing meaning using a concert of problem solving thinking.

Arts contribute: Provocative content ("texts") and unique forms of expression (assessment evidence). Problem-solving focus (critical-creative thinking) with emphasis on divergent perspectives, visualizing, empathy and aesthetic knowing.

3. Foundations include knowing 1) the big goal (create meaning); 2) how different communication forms facilitate thoughts and feelings in unique ways and 3) nature of literacy (e.g. communication can be receptive & expressive; reliance on prior knowledge; parallel processes; symbol systems and structures).

Arts contribute: Shared goals and concepts with language arts (e.g. rhyme, fluency). Artistic problem solving parallels comprehension/composition so reinforces, but also expands communication options. Language arts concepts can be taught through the arts (e.g. alphabetic principle, patterns, details).

4. *Vocabulary consists of words and concepts used to comprehend and express meaning.

Arts contribute: Interesting and polysemous words that represent concepts, elements and processes used to make sense across communication forms and disciplines.

5.* Fluency is EAR: Expression, Accuracy, Rate

Arts contribute: Same focus with expanded purposes and media.

6. Independence is having the will and the ways to achieve goals--a repertoire of strategies to solve problems

Arts contribute: 1) Focus on CPS which develops risk-taking. experimentation, persistence, fix ups, self-discipline and pride. 2) Emotional outlet.

*NCLB designated reading component.

**Find *Critical Links* and other arts integration research at www.aep-arts.org.

Closing the Gap: The Fourth R

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The arts transform learning by deeply engaging learners in creative problem solving that parallels the comprehension and composition processes (Cornett, 2007).

Arts integration is the meaningful use of arts processes and content to introduce, develop or bring closure to lessons in any academic area (Cornett, 2007).

ARTS INTEGRATION BLUEPRINT: 10 Building Blocks

1. *Arts Integration Philosophy*- constructivist beliefs that merge literacy and learning
2. *Arts Literacy*-content and skills knowledge about the arts
3. *Collaborative Planning*-standards-based co-planning between teachers and arts specialists
4. *Aesthetic Learning Environments*-physical and psychological climate
5. *Literature as a Core Art*-arts-based children's literature integration
6. *Best Teaching Practices*-research and wisdom based pedagogy
7. *Instructional Design*-scheduling time, events and spaces
8. *Adaptations for Diverse Needs*-promoting uniqueness and accommodating differences
9. *Assessment FOR Learning*-focusing on motivational purposes
10. *Arts Partnerships*-collaboration with arts specialists and agencies

Cornett, C. (2007). *Creating meaning through literature and the arts*. Merrill/Prentice Hall.

Deasy, R. (Ed). (2002) *Critical links: Learning in the arts and student academic and social Development*. Arts Education Partnership.

McCardle, P. and Chhabra, U. (Ed) (2004). *The voice of evidence in reading research*. Paul Brookes Publishing Company.

Arts Integration Websites

- aep-arts.org (Arts Education Partnership including *Critical Links* and other research)
- americansforarts.org (*Gaining the Arts Advantage* research report)
- artsedge.kennedy-center.org/ (schools, plans, research)
- artsusa.org (*Champions of Change* research report)
- arts4learning.org. (schools, plans, research)
- ccsso.org (INTASC- what teachers need to know/do in the arts)
- learner.org (Annenberg arts integration elem./ middle PD video series)

Literacy Websites

- w-w-c.org. (What Works Clearinghouse) (Literacy research/strategies)
- nichd.nih.gov/publications/nrp/report.htm (NRP Report)
- nifl.gov/partnershipforreading/publications/ (Booklet on reading)
- campbellcollaboration.org (Research Registry)
- cal.org/natl-lit-panel/index.htm. (National Literacy Panel)
- nifl.gov/partnershipforreading/adolescent/ (National Institute for Literacy)
- nces.ed.gov/programs/digest/do3/ (National Center for Educational Statistics)
- nces.ed.gov/nationsreportcard/ (National Assessment of Educational Progress)
- getreadytoread.org (National Early Literacy Panel)
- ed.gov/about/offices/list/ies (Institute for Education Sciences)
- ciera.org (Center for the Improvement of Early Literacy)
- reading.org (International Reading Association)

RESEARCH UPDATE: *Integrating The Fourth R*

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Arts Integration Research and Websites

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- Keirstead, C.& Graham, W.(2004). *VSA arts research study: Using the arts to help special education students meet their learning goals*. RMC Research Corporation.
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- Stevenson, L.M. and Deasy, R. (2005). *Third space: When learning matters*. AEP.
- Welch, N. (1995). *Schools, communities, and the arts: A research compendium*. National Endowment for the Arts.
- Uptis, R. & Smithrim, K. (2003). *Learning through the arts*. Final report to the Royal Conservatory of Music. Kingston, Ontario.
- aep-arts.org (Arts Education Partnership- source for *Critical Links*, *Third Space* and other research)
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Literacy Research and Websites

- Farstrup, A. and Samuels, S. J. (2002). *What research has to say about reading instruction*. Newark, DE: International Reading.
- McCardle, P. and Chhabra, U. (Ed) (2004). *The voice of evidence in reading research*. Paul Brookes Publishing Company.
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CREATIVE PROBLEM SOLVING (CPS)*

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Goal: *Problem solve to make meaning (understand, respond to, and express ideas and feelings) using any communication form (language arts/fine and performing arts). The language arts are: reading, writing, speaking, and listening. The arts include: literary arts plus music, art, drama, and dance.*

Process: *The process has three stages, but thinking is recursive—there is continual going back and forth.*

BEFORE (Get Ready)

1. Purpose set: Problem is presented or found.
2. Motivate: “Can do, will do, want to do” attitude.
3. Propose solutions: Preview, predict, brainstorm (Osborne, 1963).

DURING/ DRAFTING (Make sense by connecting ideas to problem)

1. Data gather: Read, research, interview to find facts, details, patterns.
2. Explore and experiment: Visualize, empathize, SCAMPER/play with ideas and materials-- “What if...”(Eberle, 1971).
3. Question/clarify: Metacomprehension/ fix ups
4. Focus: Zoom in to analyze and critique details. Zoom out for patterns.
5. Time out: Incubation
6. Insight (Ah-ha)
7. Connect and Transform: Insight used to organize, summarize, synthesize/ prioritize (e.g. LWL, IQU, EPC). Use FFOE and metaphorical thinking.

AFTER (Responses and Solutions)

1. Evaluate: Reflect on “What works?” (preset criteria)
2. Revise: Edit, reorganize, elaborate.
3. Publish: Make public (performance, exhibits)

*Source: Cornett, C. (2007). *Creating Meaning through Literature and the Arts*, Merrill/ Prentice Hall.